



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

515 W Kelso, Tucson, AZ 85705

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Alice E Farley
Schedule : 07:30 AM to 03:00 PM
Grades : K-5
Web Address : www.amphi.com/~nash/
Phone Number : (520) 696-6440
Fax Number : (520) 696-6490
E-mail : afarley@amphi.com

Mission

Nash is a diverse community of learners who work together so students, staff, and parents are empowered to achieve their highest potential.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By May 2007, 80 percent of continuously enrolled students will pass the reading portion on the AIMS and Terra Nova.
- ü By May 2007, 80 percent of continuously enrolled students will pass the math portion on the AIMS or Terra Nova.

Enrollment

October 1, 2005 School Year Student Enrollment : 594
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 3

Instructional Programs

- Ü Full-day Kindergarten
- Ü Four Blocks Literacy Model
- Ü Saxon Math
- Ü Afterschool Program
- Ü Breakfast Club and Lunchtime Study Buds
- Ü ACHIEVE Mentoring Program
- Ü My Reading Coach Reading Intervention
- Ü MAC-Ro Math Grades 3 and 4

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Nash Elementary will work with our families to support student learning. Parents will have a voice in our school through the Site Council and PTO. We will clearly communicate our expectations through meetings, newsletters and personal contact.

Parents

Parents are to provide a place for their child to study and are to ensure all homework is completed. They are expected to have their child at school regularly and on time. We also ask parents to reinforce behavioral and academic expectations.

Transportation Policy

Bus transportation is provided for students living more than one mile from the school. The safety of the children is paramount. Separate transportation is provided for students receiving special education services.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Performing Label and made AYP	2005
Ü Reading Literacy Grant Awarded	2006
Ü Community Partnership with St. Mark's Methodist Church	2006
Ü Odyssey of the Mind Team to World Finals	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1211	80010	100	99	99	420	456	447	24	8	10	25	15	18	46	55	53	5	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	581	38935	98	100	99	421	453	447	21	7	9	31	18	19	40	55	55	7	20	17
Male	45	628	40974	100	98	98	420	460	448	27	8	11	20	13	18	51	54	52	2	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	65	450	34545	100	99	99	415	434	432	23	13	14	32	25	24	43	53	53	2	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	11	609	35142	100	99	99	442	474	465	18	2	5	9	9	11	64	55	56	9	33	28
Students with Disabilities	17	203	10161	100	98	93	392	431	419	47	18	28	35	27	28	18	44	36	NA	11	8
Students without Disabilities	70	1008	69849	100	99	100	427	461	451	19	6	7	23	13	17	53	57	56	6	25	19
Limited English Proficient Students	35	117	14013	100	97	97	405	404	413	26	32	24	37	35	34	37	32	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	79	574	39029	96	96	98	419	434	432	23	13	14	28	23	25	47	56	52	3	8	9
Non-Economically Disadvantaged	NC	637	40981	NC	100	100	NC	477	462	NC	3	6	NC	8	13	NC	53	54	NC	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1213	79438	100	99	98	411	458	451	27	8	9	41	20	24	30	57	56	2	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	583	38775	100	100	99	416	461	457	21	7	7	44	20	22	33	58	58	2	15	13
Male	45	628	40560	100	98	97	406	456	446	33	9	12	38	20	25	27	57	54	2	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	66	451	34297	100	99	98	407	435	434	29	13	14	44	33	31	26	49	50	2	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	11	609	34887	100	99	98	435	478	471	18	3	4	18	11	15	64	64	63	NA	22	18
Students with Disabilities	17	202	9588	100	98	88	369	428	416	59	22	30	35	28	32	6	44	34	NA	7	5
Students without Disabilities	71	1011	69850	100	100	100	421	464	456	20	5	7	42	19	23	35	60	59	3	16	12
Limited English Proficient Students	36	118	13856	100	98	96	392	393	407	42	43	27	42	33	43	17	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	80	575	38685	98	96	97	410	434	435	26	13	14	43	33	32	30	50	50	1	4	5
Non-Economically Disadvantaged	NC	638	40753	NC	100	99	NC	480	467	NC	4	5	NC	9	16	NC	64	62	NC	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1212	79971	98	99	99	389	434	423	18	7	8	47	35	41	34	50	49	1	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	581	38974	98	100	99	403	447	437	12	5	5	43	27	33	43	58	57	2	10	4
Male	43	629	40895	98	99	98	375	422	410	23	9	10	51	42	47	26	43	41	NA	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	63	449	34481	97	99	99	394	419	410	16	10	10	44	42	46	40	44	43	NA	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	11	610	35150	100	99	99	378	448	437	18	4	5	73	30	35	9	56	56	NA	10	5
Students with Disabilities	17	202	10258	100	98	94	348	394	377	41	17	23	47	44	51	12	38	25	NA	1	1
Students without Disabilities	68	1010	69713	97	100	100	399	441	429	12	5	5	47	33	39	40	53	52	1	9	3
Limited English Proficient Students	33	115	13985	94	95	97	368	368	382	24	30	18	52	42	54	24	28	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	78	575	38994	95	96	98	387	413	409	18	10	10	47	45	47	35	42	41	NA	3	1
Non-Economically Disadvantaged	NC	637	40977	NC	100	100	NC	452	437	NC	4	5	NC	25	34	NC	58	56	NC	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1230	80147	100	97	99	458	492	482	11	7	11	33	15	17	49	47	49	7	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	595	39281	100	98	99	456	492	483	7	6	9	40	15	17	45	48	50	7	31	24
Male	49	634	40780	100	96	98	459	492	482	14	8	12	27	15	17	53	47	48	6	30	24
African American	--	54	4249	--	96	99	--	478	464	--	11	17	--	13	22	--	56	48	--	20	13
Hispanic	77	451	33494	100	97	99	457	473	466	13	10	15	30	23	23	52	50	49	5	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	NC	658	36122	NC	97	99	NC	505	501	NC	5	5	NC	10	10	NC	46	50	NC	39	35
Students with Disabilities	14	190	10295	100	88	92	423	459	443	21	24	33	64	26	26	7	36	33	7	14	8
Students without Disabilities	77	1040	69852	100	99	100	464	498	488	9	4	7	27	13	16	57	50	51	6	33	26
Limited English Proficient Students	46	150	12722	100	96	97	445	442	441	17	21	27	35	37	33	46	39	37	2	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	90	568	38371	100	96	97	458	469	465	11	12	15	32	23	23	50	51	49	7	14	13
Non-Economically Disadvantaged	NC	662	41776	NC	99	100	NC	512	498	NC	3	6	NC	9	11	NC	45	49	NC	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1231	79686	100	97	98	436	477	470	22	9	11	43	21	24	35	58	57	NA	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	594	39163	100	98	99	435	482	475	19	8	9	48	19	22	33	61	60	NA	13	10
Male	49	636	40438	100	97	97	437	473	465	24	10	13	39	24	25	37	56	54	NA	10	7
African American	--	54	4228	--	96	98	--	463	458	--	19	15	--	17	28	--	61	53	--	4	4
Hispanic	77	450	33299	100	97	98	436	457	452	22	13	17	44	34	32	34	50	47	NA	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	NC	660	35914	NC	98	98	NC	492	489	NC	5	5	NC	14	15	NC	63	67	NC	18	14
Students with Disabilities	14	190	9808	100	88	87	398	440	432	79	31	35	14	27	32	7	37	30	NA	5	3
Students without Disabilities	77	1041	69878	100	100	100	443	484	475	12	5	8	48	20	23	40	62	61	NA	12	9
Limited English Proficient Students	46	149	12594	100	95	96	420	419	422	35	34	34	48	50	45	17	15	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	90	567	38095	100	96	97	436	453	452	22	16	17	43	33	32	34	49	48	NA	3	3
Non-Economically Disadvantaged	NC	664	41591	NC	99	99	NC	498	486	NC	3	6	NC	11	16	NC	67	65	NC	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1231	80372	100	97	99	433	480	475	9	4	4	58	29	30	33	64	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	595	39452	100	98	99	443	491	488	7	4	3	55	22	22	38	70	72	NA	5	3
Male	49	635	40836	100	97	98	425	470	464	10	4	6	61	35	37	29	58	56	NA	3	1
African American	--	54	4264	--	96	99	--	465	465	--	6	5	--	31	35	--	61	59	--	2	1
Hispanic	77	450	33608	100	97	99	438	463	462	6	6	6	60	39	36	34	52	57	NA	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	NC	660	36213	NC	98	99	NC	492	489	NC	3	2	NC	22	22	NC	72	72	NC	4	3
Students with Disabilities	14	192	10526	100	88	94	391	441	427	21	11	15	71	46	53	7	41	31	NA	2	1
Students without Disabilities	77	1039	69846	100	99	100	441	486	482	6	3	3	56	25	26	38	68	69	NA	4	2
Limited English Proficient Students	46	148	12747	100	94	97	426	419	432	9	14	12	70	58	52	22	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	90	569	38521	100	96	98	433	457	461	9	6	6	58	41	38	33	51	55	NA	1	1
Non-Economically Disadvantaged	NC	662	41851	NC	99	100	NC	499	489	NC	2	3	NC	18	22	NC	75	72	NC	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1240	79306	100	98	99	484	518	504	14	8	13	28	17	20	51	48	49	8	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	640	38845	100	98	99	488	519	505	8	7	11	25	16	20	63	49	50	5	28	18
Male	39	598	40383	100	97	98	480	516	504	21	10	14	31	18	19	38	46	47	10	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	65	440	32673	100	97	99	482	497	487	15	14	18	26	25	25	52	47	46	6	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	10	682	36234	100	98	99	NA	533	523	NA	4	6	NA	11	13	NA	49	52	NA	35	28
Students with Disabilities	NC	157	10286	NC	87	91	NC	470	462	NC	28	41	NC	40	27	NC	27	27	NC	4	5
Students without Disabilities	72	1083	69020	100	100	100	488	524	510	11	5	9	26	14	18	54	51	52	8	30	21
Limited English Proficient Students	20	79	10291	100	95	96	452	450	458	30	38	38	45	38	34	25	24	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	75	498	37437	99	95	97	483	489	486	15	14	19	29	30	26	48	45	46	8	11	9
Non-Economically Disadvantaged	NC	742	41869	NC	99	100	NC	537	521	NC	4	7	NC	9	14	NC	49	51	NC	38	27

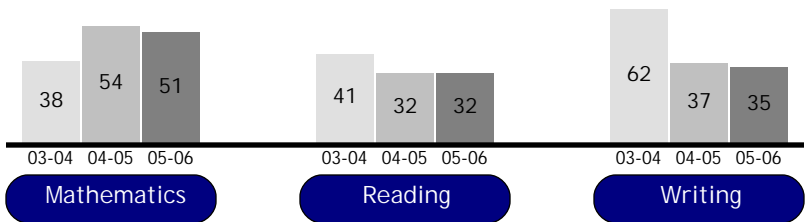
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1242	79000	100	98	98	464	498	489	22	6	10	33	20	24	41	62	58	5	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	643	38774	100	98	99	468	503	494	15	4	7	33	17	22	45	66	61	8	13	10
Male	39	597	40150	100	97	98	459	493	485	28	8	12	33	23	25	36	59	55	3	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	65	438	32508	100	97	98	460	478	472	23	11	15	35	29	33	37	56	49	5	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	10	686	36135	100	98	98	NA	513	508	NA	2	4	NA	13	14	NA	67	67	NA	17	15
Students with Disabilities	NC	160	9991	NC	88	88	NC	459	449	NC	19	33	NC	44	36	NC	32	29	NC	6	2
Students without Disabilities	72	1082	69009	100	99	100	468	504	495	17	4	6	33	16	22	44	67	62	6	13	10
Limited English Proficient Students	20	77	10199	100	93	95	426	431	439	50	40	35	50	52	47	NA	8	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	75	497	37234	99	95	97	462	474	472	23	12	15	32	32	33	40	53	50	5	3	3
Non-Economically Disadvantaged	NC	745	41766	NC	100	99	NC	515	505	NC	2	5	NC	12	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1238	79611	100	98	99	471	515	496	11	4	7	54	29	37	34	64	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	644	39016	100	98	99	496	532	511	3	2	4	50	21	29	48	74	66	NA	3	1
Male	39	592	40519	100	96	98	446	496	482	21	7	10	59	39	44	21	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	65	438	32855	100	97	99	471	497	481	12	7	10	54	39	43	34	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	10	682	36380	100	98	99	NA	528	511	NA	3	4	NA	23	30	NA	71	65	NA	3	1
Students with Disabilities	NC	155	10664	NC	86	94	NC	453	440	NC	17	23	NC	55	54	NC	27	22	NC	1	1
Students without Disabilities	72	1083	68947	100	100	100	475	523	504	8	3	4	56	26	34	36	69	61	NA	2	1
Limited English Proficient Students	20	77	10362	100	93	97	440	427	438	25	26	22	60	56	57	15	18	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	75	498	37626	99	95	98	473	487	479	11	7	10	55	45	45	35	47	45	NA	1	0
Non-Economically Disadvantaged	NC	740	41985	NC	99	100	NC	534	511	NC	2	4	NC	19	30	NC	76	65	NC	3	1

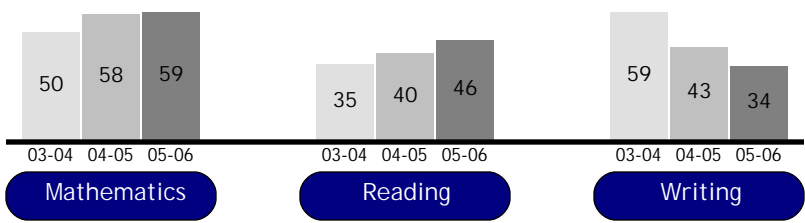
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	37	NA	58	100	34	54	47	100	37	56	46
	Language	100	26	59	50	100	36	55	47	100	39	54	48
	Mathematics	100	49	72	64	100	42	58	50	100	43	58	52
3	Reading	96	27	NA	55	96	27	49	44	100	24	54	46
	Language	96	32	68	61	96	25	48	44	100	27	52	46
	Mathematics	96	43	71	61	99	36	57	51	100	35	63	52
4	Reading	100	34	NA	56	100	36	54	48	100	27	58	52
	Language	99	34	59	52	100	36	54	49	100	27	58	52
	Mathematics	99	54	72	61	100	45	59	53	100	39	65	58
5	Reading	99	37	NA	55	98	35	55	50	100	30	63	56
	Language	100	34	60	49	98	37	55	50	100	30	61	54
	Mathematics	100	63	78	63	98	40	56	49	100	35	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Budget and Operation
- Ü Parent Involvement
- Ü Curriculum
- Ü Parent/Teacher/Community Relations
- Ü School Safety
- Ü Emerging Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	4.00	Teacher Aide	4.70

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	10	4	0	0
10 or more years	6	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Library
- Ü Art, Music and PE Classes
- Ü Kindergarten and First Grade Gardens

Extracurricular Activities

- Ü City Afterschool Program (KIDCO)
- Ü Student Council
- Ü ACHIEVE Mentoring Program
- Ü Odyssey of the Mind
- Ü Afterschool Tutoring and Clubs
- Ü Folklorico Dance Group

Social Services

- Ü Student/Family Advocate
- Ü School Social Worker
- Ü Counseling Services
- Ü Family Literacy
- Ü Parenting Classes
- Ü Adult Literacy Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Nash adopted school uniforms and students wear blue, beige, and white clothing. This initiative was developed by the Site Council in response to parent requests.
- Ü The TRIBES Program was reinstated to develop a sense of belonging in the classrooms, school, and the community. There is monthly staff development and full implementation by all classes. Grade levels and staff also function as TRIBES.
- Ü At-risk prevention team meets bi-monthly to develop a plan that will prevent students from falling behind. Students at risk of failure are targeted for interventions to ensure their success.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Teachers promote community building in their classrooms and the school by using the TRIBES agreements and activities. Ed Ford's Responsible Thinking Process is used schoolwide to teach students responsibility and accountability. Consistency in school wide discipline expectations and procedures instituted. Character Counts instruction provided by school Social Worker.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Alice E. Farley	(520) 696-6440
Transportation Policy	Mark Lappit	(520) 696-3783
Community Resources	Cynthia Pennington	(520) 696-6449
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Conchita Rodriguez	(520) 696-6440
Student Health/Nurse	Luann Waldron	(520) 696-6444

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.